Allegany County Public Schools
2018 – 2019 School Improvement Plan

School: Frost Elementary School   **Principal: Mrs. Kim Smith**

School Allegany County Public Schools
2018 – 2019 School Improvement Plan

INTEGRATED EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

Mission Statement

Elementary School staff, parents, and community are dedicated to educate the intellectual, personal, social, and physical growth of nts. Our highly qualified staff recognizes the value of thoughtful planning by incorporating best practices of teaching using research ction and collaboration among teachers. Our teaching practices reflect the need for a strong school community in order to rigorousl nge our students. Through diversified experiences, our students maximize their potential, achieve readiness for college and careers ed in a safe and caring environment.

Vision
To prepare, motivate, and instill confidence in our students for a rapidly changing world by instilling in them critical thinking, problem solving, collaborating respectfully with others, and technological skills. Students will develop a global perspective and a respect for core values of honesty, integrity, perseverance, and compassion. Students will have success for today and in the future in order to be productive members of society.

Core Values
- We believe that through setting high expectations all students can learn and are entitled to a quality education.
- We believe that collaboration and shared responsibility of students, staff, families, and community are an integral part of student success.
- We believe that practicing the Gradual Release of Responsibility promotes self-directed lifelong learners.
- We believe in providing character education to maintain a safe and caring environment that fosters diversity and mutual respect.
- We believe that students should be respectful and responsible to themselves and others.

A. **VISION, MISSION, CORE VALUES, AND LEADERSHIP**

1. What is the role of the principal in the School Improvement Process at your school?

   The principal serves as an active member of the School Improvement Team, which also serves as our sch leadership team at Frost Elementary School. As a facilitator, the principal offers focus and serves as a liais between our school and the Board of Education.

2. What is the purpose of your school leadership team in the School Improvement Process?

   Our school leadership team analyzes and desegregates data, identifies school needs, proposes goals, and suggests to meet those goals. The plan is revisited, monitored, and adjusted continuously throughout the year in order to r needs of our school program. The School Leadership team presents the School Improvement Plan to faculty and t community to explain the goals and vision for the current school year.

3. Does your school improvement team (SIT) represent your entire school community, including parents/gu

   The School Improvement Team members consists of classroom teachers throughout the grade levels, guidance cou special education teacher, resource teacher, principal, parents, and community members. Our Parent Advisory Tea in conjunction with our School Improvement Team. All action teams contribute pertinent information to the const

the School Improvement Plan, including professional development opportunities, giving all teachers a voice in the educational programs at Frost Elementary School.

4. What additional opportunities exist for everyone in your school community to meaningfully participate i decision-making processes?

All teachers have a say in any revisions or changes made to the School Improvement Plan throughout the school ye Monthly action team meetings as well as weekly grade level team meetings provide opportunities for teachers and address educational decisions.

5. What is the process for developing a shared understanding and commitment to the vision, mission, and values within the school and community?

Frost's vision, mission, and core values are presented at a faculty meeting. Any additions and/or revisions are mac time through collaborative discussions. To ensure articulation of the vision, professional development opportuniti meetings, and collaborative planning among stakeholders is provided throughout the year. Other stakeholders are of the vision, mission, and core values through the school handbook, Parent Advisory Committee, PTA meetings, a conferences. Any addendums to the vision, mission, and core values are sent home to parents. These component articulated through the school webpage, Parent Communication Folder, and the annual Parent Partnership Survey

6. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders o

A collaborative review and revision of the vision, mission, and core values occurred September 26, 2018 Parent Leadership Team and October 3, 2018 with the faculty.

7. Have you adjusted the school's mission and vision to changing expectations and opportunities for the sch changing needs and situations of students? If so, why?

Frost staff adjusted the mission, vision, and core values to better align with ever changing needs of stude
the ever shifting practices and methods in the delivery of instruction.

B. Culture, Climate, and Inclusive Community

School climate and culture have a profound impact on student achievement and behavior and reflects the school
community. Positive and sustainable school climate fosters learning and youth development.

School climate refers to the character and quality of school life that is centered on patterns of students, staff and pa
experiences of school life. School climate refers to a school's social, physical, and academic environment. It refers t
not limited to how the school makes people feel. Examples: Do they feel safe, welcomed, and connected?

School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizatic
structure. A related concept is school culture, which refers to the "unwritten rules and expectations" among the scl
(Gruenert, 2008).

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as we
student learning, fulfillment, and well-being. The following examples are commonly associated with positive school

- The individual successes of teachers and students are recognized and celebrated.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland's schools, without exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

A. Safe
B. Appropriate for academic achievement; and
C. Free from any form of harassment.

rative or bulleted form, address your school's **climate**, **culture, and inclusive community**.

chool strives to build the skills and knowledge to develop a positive school-wide climate. To effectively address areas for improveme s assist school decisions to implement positive changes that support the needs of students, parents, teachers, and the community. ional professionals in our building act ethically and professionally in the interpersonal relationships among all members of our scho unity. Our climate reflects mutual respect in our child centered environment. We strive for continuous improvement through perse llaboration among students, staff, parents, and community members.

hool culture at Frost Elementary School is built around the goals, values, and learning practices that reflect our school community. W engths of each diversified learner in order to provide students with learning opportunities necessary for academic success. Positive s r interactions foster high expectations, promote student engagement, and reinforce students' focus on learning. Parental and family ement, supportive community stakeholders , and a variety of school functions contribute to our positive school culture.

hool environment plays a major role in the success of our students. All school personnel play a role in ensuring the safety of our stud
. Safety awareness is promoted through the use of regular drills, our safety handbook, parent letters, monthly newsletters and our s
e. Discussions concerning the safety of our students involve faculty, students and parents. Inclusive classrooms at Frost Elementary
e an atmosphere of acceptance for all students. Challenges with diversity are addressed and turned into positive outcomes that enri
g and the school environment. School policies and programs are in place to address behavioral issues in a fair and positive manner.
tive programs, such as PBIS, Check In / Check Out, GoodFinders' Program, social skills groups, parent conferences and behavior rew
ms, contribute to the positive behavior seen at Frost Elementary School.

C. **Student and/or Staff Engagement Action Plan**

Student and/or Staff Engagement Action Plan

y areas of needed improvement: is/are the issue (s) that needs ssed?	According to the Staff Engagement Survey, an area that needs improvement is the question my building we have fun." (36% disagreed or strongly disagreed with this statement.)

ctivities: What steps will be taken er to obtain the desired ne(s).	• PBIS quarterly rewards will continue to be given to students who demonstrate exem behavior. • Quarterly, teachers will provide items for special luncheons, such as Soup Day, Sal Day, Baked Potato Day, etc. • After school socials • Theme based fun activity experiences for students
ve leader and team: Who is nsible and involved in the work?	• PBIS team • Teachers and Staff • Parents
irces: What investments (people, nent, time, etc) will be needed to out the initiative(s) gies/activities) to achieve the d outcome(s)?	• Resources would vary depending on the activity. In some instances, the teachers ar staff would provide the resources. For other activities, donations and parent contrib of items may be necessary.

ones: What are the major events accomplishments for this?	The milestone will be the percentage of students/staff that participate in the activity and feed received after each activity.
mance Metrics: What will you ure to gauge progress on your steps and to determine if the ied goal has been met?	The percentage of participation will determine the success of the activity and the identificatio the goal has been met.
ne: Include dates for nentation of action steps.	- Fall 2018 - Winter 2018-2019 - Spring 2019 - End of Year 2019

SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			

School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers	1	16	17
Itinerant staff	9	0	9
Paraprofessionals	3	2	5
Support Staff	0	3	3
Other	7	4	11
Total Staff	20	26	46

Table 2					
Under each year, indicate the percent as indicated of individual in each category.	**2014 – 2015 Official Data**	**2015 – 2016 Official Data**	**2016 – 2017 Official Data**	**2017 – 2018 Official Data**	**201 O**
Percentage of faculty who are: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	100% 0	100% 0	100% 0	100% 0	100% 0
For those not certified, list name, grade level course	na	na	na	na	na
Number of years principal has been in the building	9	10	11	12	13
Teacher Average Daily Attendance	95.7%	96.6%	96.6%	94.3%	

B. Student Demographics

Table 3

School Allegany County Public Schools
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SUBGROUP DATA				
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL	2018-2019 TOTAL
American Indian/Alaskan Native	na	≤ 10	≤ 10	≤ 10
Hawaiian/Pacific Islander	≤ 10	na	na	na
African American	≤ 10	≤ 10	≤ 10	≤ 10
White	239	220	207	208
Asian	≤ 10	≤ 10	≤ 10	≤ 10
Two or More Races	≤ 10	≤ 10	≤ 10	≤ 10
Special Education	27	23	28	29
LEP	na	≤ 10	≤ 10	≤ 10
Males	123	123	117	119
Females	124	109	105	105
Total Enrollment (Males + Females)	247	232	222	224
Farms (Oct 31 data)	33.33%	29.15%	31.11%	n/a

C. **Special Education Data 2018-2019 School Year (As of September 30, 2018)**

Table 4					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	1	06 Emotional Disturbance	0	12 Deaf-Blindness	0
02 Hard of Hearing	1	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	0
03 Deaf	0	08 Other Health Impaired	3	14 Autism	2
04 Speech/Language Impaired	12	09 Specific Learning Disability	6	15 Developmental Delay	4
05 Visual Impairment	0	10 Multiple Disabilities	0		

ATTENDANCE

Table 5	2017-2018
School Progress Attendance Rate	**All Students AMO = 94.0%**

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Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	95.7	Y
Grade 1	96.2	Y
Grade 2	96.1	Y
Grade 3	95.4	Y
Grade 4	96.1	Y
Grade 5	95.6	Y

lete the table and then calculate the annual change by taking difference of 2016-17 and 2017-18 and dividing by 2016-20
sent as + or - based on increase or decrease of data.

Table 6					
Attendance Rate					
Subgroups – School Level Data	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**Percent of Cha**
All Students	> 95.0	95.4	96.0	95.7	-0.3%
Hispanic/Latino of any race	*	*	93.9	95.5	+1.6%
American Indian or Alaska Native	*	*	94.2	93.3	-0.9%
Asian	*	*	96.2	97.5	+1.3%
Black or African American	*	*	96.3	98.6	+2.3%
Native Hawaiian or Other Pacific Islander	*	*	0.0	0.0	0%
White	> 95.0	> 95.0	96.0	95.6	-0.4%
Two or more races	*	*	94.4	95.3	+0.9%
Special Education	> 95.0	> 95.0	95.5	95.1	-0.4%
Limited English Proficient (LEP)	*	*	95.6	98.7	+3.1%
Free/Reduced Meals (FARMS)	> 95.0	> 95.0	94.7	94.7	0%

scribe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, espe
ecial Education, FARMS, ELL and lowest attending.

e have no subgroups identified, therefore, we address our entire student population. All students have met the attendan
% or higher. Frost's challenges will be to maintain the attendance rates for all subgroups.

scribe 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.

Frost will continue to monitor attendance daily and phone calls home will be made daily requesting information about a
School attendance is critical to student learning and our weekly Pupil Service Team meetings monitor student absences
Parent conferences, phone calls, and home visits as necessary are used to collaborate with parents to design an approp
intervention to help facilitate student attendance.
The timeline is ongoing throughout the school year.

HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is an habitual truant if (a) the student is un
absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any markin
semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 t
20 days during the school year; (c) The student was in membership in a school for 91 or less days.

on the Examination of the Habitual Truancy Data, respond to the following:

nany students were identified as habitual truants?

Frost Elementary School has not been a school that has been identified for habitual Truancy. Currently there are no hab
truant students at Frost.

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be reasons and specific changes/adjustments in place to reduce the number of habitually truant students.

We have not been identified as a school for habitual truancy, however, we still have concerns with students who are absent. Curre
Frost monitors attendance daily and Blackboard makes daily phone calls home related to student absences. Attendance is celebra
end of each nine week period with certificates given to those students with 100% and 95% attendance. Daily banners are displaye
of classrooms with 100% attendance. Classrooms with 100% attendance are recognized on the daily school announcements. End
year celebrations are held for students with perfect attendance.

School attendance is critical to student learning and our weekly Pupil Service Team meetings monitor student absences. Our
multidisciplinary team members discuss attendance issues that are brought to the team. Parent conferences, phone calls, and hor
necessary are used to collaborate with parents to design an appropriate intervention to help facilitate student attendance. Attend
contracts and student/parent intervention plans are implemented to support some attendance concerns if needed. When necessa
team collaborates with our resource officer, relevant agencies, community partners, and legal resources to address attendance co
when other measures have not been successful.

GRADUATION AND DROPOUT RATE – High Schools Only
Goal: All students will graduate from high school.

SCHOOL SAFETY/ SUSPENSIONS
Suspension – In school and out of school suspensions
School Safety – Suspension for Sexual Harassment, Harassment, and Bullying

Complete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses bullying/ harassment. Calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2016-20 Represent as + or - based on increase or decrease of data.

Table 9				
SUSPENSIONS				
	All Students			
Subgroup	**2015-2016**	**2016-2017**	**2017-2018**	**Percent Change from 2017 to 2018**
Total Referrals	18	26	47	80.8%
All Suspensions	0	0	2	undefined
In School	0	0	0	indeterminate
Out of School	0	0	2	undefined
Sexual Harassment Offenses	0	0	0	indeterminate
Harassment/Bullying Offenses	18	26	47	80.8%

Comment on the number of suspensions for your school related to these incidents and provide a plan to reduce that nu applicable.

These two out of school suspensions were given to the same student in two separate offenses. Both times, the principa consulted with the county discipline supervisor and acted according to Allegany County's discipline policy when choosin

suspend the student for these offenses. This student met weekly with the school psychologist following his second offen work on his behaviors and making good choices. A behavior plan was implemented for his teacher to use daily and to communicate with his parent. Restorative practices were used to help this student form a relationship with the school psychologist, and a different, more positive relationship was built between he and his teacher through the use of a dail behavior chart to encourage positive behavior. Frost Elementary will reduce the number of suspensions in the future by continuing the use of restorative practices with the newly adopted check-in/check-out program, daily mentoring, and th teacher interventions to mediate between students when there is a problem.

School referral information for the 2017-2018 school year :

- Our school's referral numbers show an increase of twenty one referrals for the 2017-2018 school year.
- Of the 47 referrals, 22 were for hitting and aggression, 13 were for not following the rules, 10 were for threats against adu other students, and 2 were for bullying, harassment, and intimidation.
- Of the 47 referrals, 23 were in the classroom, 9 were on the bus, 7 were on the playground, 2 were in the hallway , 2 were restroom, and 2 were in the cafeteria. (Only 45/47 referrals had location report.
- Of the 47 referrals, 23 were from Kindergarten, 1 was from first grade, 2 were from second grade, 6 were from third grade from fourth grade, and 5 were from fifth grade.
- Referrals on school property showed an increase of 8%.
- Bus referrals showed an decrease of 8%.
- Bullying/harassment/intimidation referrals remained the same.
- Referrals for hitting and aggression showed an increase of 9%.
- Referrals for threats against other students or adults showed an increase of 21%.
- There were two out of school suspension (11 days).
- Implementing the Positive Behavior Interventions and Support Program (PBIS), our pupil service team assistance, behavior school psychologist, counselor interventions, LAP room and individual behavior plans were utilized by our behavior team t school-wide behavior and ensure a safe and orderly environment for students and staff.

EARLY LEARNING

A. Complete the chart with KRA results.

0

garten Readiness Assessment

	2015-2016		2016-2017		2017-2018		2018-2019	
	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Perce Demonst
ge & Literature	30	70%	15	48%	16	44%	9	56%
matics	30	70%	14	45%	12	33%	8	50%
Foundations	34	79%	27	87%	26	72%	11	69%
al Development	30	70%	20	65%	23	64%	10	63%

B. Complete the chart for composite scores of KRA. Complete the percent of change by subtracting 2017-2018 from
2019. Indicate the percent as a gain (+) or a loss (-).

1									

osite Score Results

	2015-2016		2016-2017		2017-2018		2018-2019		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Change in
strated	29	67%	19	61%	17	47%	10	62%	+15
aching	12	28%	6	19%	15	42%	2	13%	-29
ing	2	5%	6	19%	3	8%	4	25%	+17

Based on the examination of the 2018-2019 R4K Kindergarten Readiness Assessment Data:

 Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of stude
begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Re
Assessment. Include a discussion of the best practices your school has implemented to address the achievement gaps

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the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have be
effective.

The kindergarten teacher has analyzed KRA domain data and determined the areas of need. This information will be
group students according to their area of need for small group instruction, reteaching, and extra practice on the identif
concepts. The teacher has also identified areas of weakness as a group so that lessons can be planned to focus on stren
those weaknesses.

Best practices include: lesson planning, hands on activities, using songs and motion, concrete learning before abstr
thinking, collaborative group tasks, games to reinforce understanding, literature books that reinforce or demonstrate c
intervention strategies, focused and guide instruction.

The teacher will use supports and resources found on the KRA site under the Instructional Resource Library. There
are compiled through John Hopkins University Center for Technology in Education. The resources can be filtered by KR
number, skill or topic and include ideas for using best practices of teaching in every domain area. The KRA site also con
videos for teachers that demonstrate strategies in use.

In order to ensure all students are progressing, data will be collected to demonstrate the effectiveness of these be
practices. Data will be also collected through classroom assessments, small group assessments, observation, county
marks
in ELA and math, reading unit assessments, math topic assessments, DIBELS, and student journal activities.

Describe how the school is working in collaboration with their local preschool partners (i.e., Judy Centers, Preschool Spe
Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarte
"demonstrating readiness".

- **Posting "Circle of Friends" newsletters**
- **Posting "Family Ties" newsletters**

- **Inviting teachers from other preschool programs to Articulation Meetings in the spring to ensure transitioning Frost kindergarten**
- **MAPS and MAPS2 meetings for transitioning Special Education students**
- **Orientation in the spring of the year - informs parents of the expectations of kindergarten and ways they can children be ready for school**
- **Pre-K newsletter at the end of the year contains ideas for parents to use to help their child be ready for kinder**

ACADEMIC PROGRESS

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation c objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany are required to do the same.

A. **ENGLISH LANGUAGE ARTS**

1. **Reading/ELA Data Overview**

School Allegany County Public Schools
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Long Term Goal: To prepare 100% of students to be college and career ready by graduation.
Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.
Reading – Proficiency Data (Elementary, Middle and High Schools)
Complete data charts using 2015, 2016, 2017, 2018 Data Results.

		2015							2016							2017							2018			
a		Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Lev
	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#
s or 10																										
ts	36	12	33.3	≤10	≤10	21	58.3	33	≤10	≤10	≤10	24.2	22	66.7	43	≤10	11.7	12	27.9	28	66.1	33	na	na	≤10	15
Indian or tive	na	na	na	na	na	na	na	na	na	na	na	na	na	na	≤10	na	na	na	na	≤10	100	na	na	na	na	na
	na	na	na	na	na	na	na	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na
frican	na	na	na	na	na	na	na	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100	na	na	na	na	na
Latino of	≤10	na	na	na	na	≤10	100	na	na	na	na	na	na	na	na	na	na	na	na	na	na	≤10	na	na	na	na

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waiian or fic Islander	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	34	11	32.4	≤10	≤10	20	58.9	31	≤10	9.7	≤10	25.8	20	64.6	39	≤10	≤10	11	28.2	26	66.7	31	na	na	≤10	16
ore races	≤10	≤10	100	na	na	na	na	na	na	na	na	na	na	na	≤10	na	na	≤10	100	na	na	na	na	na	na	na
lucation	≤10	≤10	83.4	na	na	≤10	16.7	≤10	≤10	33.3	≤10	33.3	≤10	33.3	≤10	≤10	25	≤10	50	≤10	25	≤10	na	na	≤10	14
nglish (LEP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
uced RMS)	15	≤10	53.3	≤10	≤10	≤10	40	10	≤10	10	≤10	20	≤10	70	13	≤10	15.4	≤10	46.2	≤10	38.5	12	na	na	≤10	33
	17	≤10	17.7	≤10	≤10	13	76.4	18	≤10	16.7	≤10	11.1	13	72.2	26	na	na	≤10	23.1	20	76.9	15	na	na	≤10	6.
	19	≤10	47.4	≤10	10.5	≤10	42.1	15	na	na	≤10	40	≤10	60	17	≤10	17.7	≤10	35.3	≤10	47	18	na	na	≤10	22

		2015							2016							2017							201
			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Lev
7	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	
s	40	≤10	≤10	≤10	20	29	72.5	34	≤10	20.6	≤10	20.6	20	58.8	34	≤10	5.9	≤10	14.7	27	79.4	42	≤10	9.5	≤10	14
dian or ve	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	≤10	≤10	100	na	na
	≤10	na	na	na	na	≤10	100	na	na	na	na	na	na	na	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na
ican	na	na	na	na	na	na	na	na	na	na	na	na	na	na	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na

	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%
tino of	<10	na	na	<10	100	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
aiian or c Islander	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	36	<10	<10	<10	16.7	28	77.7	33	<10	21.3	<10	18.2	20	60.6	31	<10	<10	<10	16.1	24	77.4	38	<10	<10	<10	13
e races	<10	<10	100	na	na	na	na	<10	na	na	<10	100	na	na	<10	na	na	na	na	<10	100	<10	na	na	<10	10
cation	<10	<10	37.5	<10	50	<10	12.5	<10	<10	57.2	<10	28.6	<10	14.3	<10	<10	50	<10	50	na	na	<10	<10	40	<10	20
lish .EP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
ed Meals	17	<10	17.6	<10	17.6	11	64.7	<10	<10	20	<10	40	<10	40	<10	<10	11.1	<10	11.1	<10	77.8	13	<10	23.1	<10	15
	27	<10	<10	<10	18.5	21	77.7	17	<10	11.8	<10	11.8	13	76.5	18	<10	11.1	<10	<10	15	83.3	24	<10	<10	<10	<1
	13	<10	15.4	<10	23.1	<10	61.6	17	<10	29.4	<10	29.4	<10	41.2	16	na	na	<10	25	12	75	18	<10	16.7	<10	22

		2015						2016						2017							2018			
			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Lev
8	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	
s	38	<10	<10	11	28.9	24	63.1	42	<10	11.5	<10	16.3	31	72.1	31	<10	22.6	<10	16.1	19	61.3	30	<10	<10	<10	10
ndian or ive	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	<10	na	na	na	na	<10	100	na	na	na	na	na	na	na	na	na	na	na	na	na	na	<10	na	na	na	na

rican																									
	≤10	na	na	na	na	≤10	100	na	na	na	na	na	na	na	na	na	na	na	na	na	≤10	na	na	na	na
atino of	na	na	na	na	na	na	na	≤10	na	na	≤10	50	≤10	50	na	na	na	na	na	na	na	na	na	na	na
aiian or c Islander	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	35	≤10	≤10	11	31.4	21	≤10	41	≤10	12.2	≤10	14.6	30	73.2	30	≤10	20	≤10	16.7	19	63.4	27	≤10	≤10	≤10	11
re races	na	na	na	na	na	na	na	na	na	na	na	na	na	na	≤10	≤10	100	na	na	na	na	≤10	na	na	na	na
ucation	≤10	≤10	33.3	≤10	33.3	≤10	33.3	10	≤10	50	≤10	33	≤10	20	≤10	≤10	71.4	≤10	28.6	na	na	≤10	≤10	50	≤10	50
glish LEP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
ced Meals	13	≤10	15.4	≤10	38.5	≤10	46.2	17	≤10	17.7	≤10	23.5	≤10	58.8	≤10	≤10	33.3	≤10	33.3	≤10	33.3	≤10	≤10	16.7	≤10	16
	21	≤10	≤10	≤10	19	15	71.5	27	≤10	11.1	≤10	14.8	20	74.1	16	≤10	12.5	≤10	12.5	12	75	15	na	na	≤10	≤1
	17	≤10	≤10	≤10	41.2	≤10	52.9	16	≤10	12.5	≤10	18.8	11	68.8	15	≤10	33.4	≤10	20	≤10	46.7	15	≤10	≤10	≤10	13

2. **Analyze the data results for ELA 3-5; 6-8; 10 to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.**

a. Analyze Data Results and Strategy Implementation from 2017-2018 SIP. Were the identified goal(s) met? If so the goal be sustained?

Describe the gains made in focus areas.

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Looking at the results from the 2017 - 2018 PARCC data, we see a growth of 17% of males in grades 3, 4, and 5 wh exceeded at Levels 4 or 5 in ELA. Therefore, 27% of males continue to show a weakness in ELA.   We will contin strategies that have been successful last year. We will adopt new strategies for struggling boys that are gained thr school based professional development this year.

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?
The following UDL strategies proved most effective:

Provide support for boys and struggling readers during classroom instruction by assessing and activating prior knowledge (KWL and appropriate graphic organizers), previewing vocabulary, providing visual diagrams, and charts. Provide options for perception. Off customize the display of information (adapted text, visual task schedules). Offer alternatives for auditory information, such as text t options offered on Connect Ed and Scholastic News. Offer alternatives for visual information, such as choral reading and read aloud

School wide critical vocabulary initiative to support vocabulary development. Critical vocabulary definitions, synonyms, sentences, examples are read on daily announcements. This is supported in the classroom through the use of a graphic organizer displayed so s can reference word definitions, synonyms, use in a sentence, and examples. This information is provided over the announcements fo learners, recorded by the teacher on a chart for visual learners, discussion follows with the class for multiple exposure, and students information in student notebooks for their own reference and review.

Students will participate in discussions about the critical vocabulary definitions, synonyms, sentences and examples to demonstrate knowledge. Students will demonstrate their knowledge of word meaning by using the critical vocabulary in their daily language and assignments. Students can use this vocabulary knowledge to be active learners as well as support comprehension of reading material Knowledge of this critical vocabulary allows students to express and communicate both orally and in writing.

Provide a variety activities designed to build engagement and to support student choice and learning styles. Use of graphi organizers, pictures, illustrations, short writing pieces, peer writing, and teacher modeling which will be implemented to p students in becoming active learners. This will provide both boys and struggling students with a safe setting in which the demonstrate and apply what they have learned.

   b. Establish Focus Areas: After analyzing evidence statements, students in grades 3, 4, and 5 struggle with using v
       and comprehension skills in order to provide a written response to informational text.

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Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.

Identified Skill	Why/Root Cause
Integrate information from two or more texts on the same topic to provide evidence which supports the answer.	Why? Students lack the critical reading skills necessary to an information from two or more texts. Why? Students have difficulty in deciphering the question. Why? Students struggle to differentiate between relevant an irrelevant information from two or more texts. Why? Students translate answer choices to be too similar an difficulty determining the correct answer choice. Why? Students have difficulty interpreting information from more texts on the same topic that address the questic Root Cause: Students have not been provided with su exposure to organize and integrate information from more texts in both selected response items and writte responses.

Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.

The focus standards are related to informational text:
-compare and contrast most important points and key details presented in two texts on the same topic.
-integrate information from several texts on the same topic in order to write or speak about the subject knowledge
-using evidence and reasons to support particular points of text.

Implement data from the DMRS in the Goal Planning Process.
Use the ACPS Goal Planning Process

Please include the following:
- What is the issue?
  Not all males in third and fourth grade, FARMS in grades three through five, and Special Education students in g
  four and five, obtained a score of 4 or 5 on the PARCC assessment. PARCC results indicate a lack of skills neede
  integrate information from multiple texts to provide evidence to support students' response.

- What data support the need for a resolution to the identified issue?

Percentage of Students Who Did Not Reach 4 or 5 on the PARCC 2018 Assessment

Grade Level	Males Number	Males Percentage	FARMS Number	FARMS Percentage	Special Education	Spe Educ

					Number	Perce
3	4/18	22%	4/12	33.3%	n/a	n
4	7/18	38.9%	5/13	38.5%	3/5	6(
5	n/a	n/a	2/6	33.3%	2/2	10
Total	11/36	30.6%	11/31	35.5%	5/7	71

- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
  The initiative does align with ACPS because it is our goal to have all students meet or exceed grade level ELA expectations.

- What is currently preventing the identified goal from being attained?
  Males, FARMS and Special Education populations lack adequate reading comprehension, vocabulary strategies a writing skills.

- What outcome(s) will determine the identified goal has been met?
  The 2019 PARCC ELA scores will determine the level of growth and if we met our goal.

- What resources are not currently available to meet the identified goal?
  Time in a scheduled day is needed to allow more opportunities for reading comprehension, vocabulary and writin experiences. Additional special education support would also be beneficial.

- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
  The following will be implemented throughout the school year: School-wide critical vocabulary initiative, school-writing SLO concentrating on reading for information, text dependent questions and writing with support from tw texts, implementation of the Common Core for ELA, implementation of the GRRUDL in ELA instruction, embed

collaborative groupings into ELA instruction based on The First 20 Days Establishing Productive Group Work in Classroom, direct student focus to specific skills being taught at grade level through content and language purpose implementation of Read Theory in grades 3, 4, and 5 to build comprehension skills.

- How will implementation be monitored to reach the identified goal?
  The teachers will monitor the students' progress through the Reading Inventory scores in grades 4 and 5, DIBELs progress monitoring scores for all students in kindergarten - grade 3 and special education students in grades 4 and reading benchmarks in kindergarten - grade 5, through writing assessments, and through classroom grade level assessments.

c. **To Be Completed when 2019 PARCC data is available**

- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?

iversal Design for Learning for ELA.
w will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies used in last year
determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategies for each UDL principle/mode
be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all

able 13	
DL Principle/Mode	**Representation – This is how the teacher presents the information.**
eans of Representation: *oviding the learner* *rious ways of acquiring* *formation and knowledge.*	● Implementing the GRRUDL instructional model daily at all grade levels, teachers will assist s understanding the objective, the language purpose, and the context purpose related to their lea Teachers will introduce for auditory learners, post for visual learners, and review the concepts the lessons for multiple exposure. This will allow students to understand what they are learni are learning the information, and how this learning is related to the building of concepts and t world. ● Provide support for boys and struggling readers during classroom instruction by assessing and prior knowledge (KWL and appropriate graphic organizers), previewing vocabulary, providin diagrams, and charts. Provide options for perception. Offer ways to customize the display of (adapted text, visual task schedules). Offer alternatives for auditory information, such as text options offered on Connect Ed and Scholastic News. Offer alternatives for visual information choral reading and read alouds. ● School wide critical vocabulary initiative to support vocabulary development. Critical vocabu definitions, synonyms, sentences, and examples are read on daily announcements. This is sup classroom through the use of a graphic organizer displayed so students can reference word de synonyms, use in a sentence, and examples. This information is provided over the announcem auditory learners, recorded by the teacher on a chart for visual learners, discussion follows wi for multiple exposure, and students record information in student notebooks for their own refe review. ● When comparing two or more texts, students will highlight or underline key points as they re comprehension strategy will be modeled and taught during explicit instruction and guided pra variety of graphic organizers will be used to allow students to organize this information so tha and relationships between texts can be emphasized.
eans for Expressions: *oviding the learner* *ternatives for* *monstrating their* *owledge and skills (what* *ey know).*	**Expression/Action- This is how the student will demonstrate their knowledge.** ● Students will use their choice of presentation of the objectives, context purpose, and language help them better understand concepts that are being taught. This will help students effectively communicate what they have learned through discussions and assessments. ● Students will adopt reading strategies that best fits their learning style. Students will also hav understanding of additional strategies to demonstrate their knowledge and skills. These strateg

help students scaffold the process of response to reading.
- Students will participate in discussions about the critical vocabulary definitions, synonyms, se examples to demonstrate knowledge. Students will demonstrate their knowledge of word mea using the critical vocabulary in their daily language and writing assignments. Students can use vocabulary knowledge to be active learners as well as support comprehension of reading mate Knowledge of this critical vocabulary allows students to express and communicate both orally writing.

eans for Engagement:	**Multiple Options for Engagement**	
p into learners interests, allenge them propriately, and motivate em to learn.	 - Sharing the objective, language purpose, content purpose, and social purpose allows s realize the relevance and value of the reading concepts being taught and optimizes mc engagement. This creates a learning environment in which students feel comfortable i variety of strategies to demonstrate what they have learned. - Provide a variety activities designed to build engagement and to support student choic learning styles. Use of graphic organizers, pictures, illustrations, short writing pieces, writing, and teacher modeling which will be implemented to promote students in beco learners. This will provide both boys and struggling students with a safe setting in wh can demonstrate and apply what they have learned. - Collaborative work such as whole group work and peer work along with individual as will provide all students with vocabulary experiences to enhance student understandin challenging vocabulary. Providing students with varying opportunities to use critical v will foster oral and written vocabulary so that students can communicate effectively a	

B. MATHEMATICS

1. **Math Data Overview**

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.
Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.
Math – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015, 2016, 2017, 2018 Data Results.

	2015				2016				2017				2018	
:	Total	Level 1	Level 3	Level 4	Tota	Level 1	Level 3	Level 4	Total	Level 1	Level 3	Level 4	Total	Level 1	Lev

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or	#	or 2				or 5		I #	or 2				or 5		#	or 2				or 5		#	or 2			
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	
ts	36	≤10	≤10	≤10	22.2	19	52.7	33	≤10	≤10	≤10	18.2	26	78.8	43	≤10	≤10	≤10	18.6	32	74.4	33	≤10	≤10	≤10	21
ndian or ive	na	na	na	na	na	na	na	na	na	na	na	na	na	na	≤10	na	na	≤10	100	na	na	na	na	na	na	na
	na	na	na	na	na	na	na	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na
rican	na	na	na	na	na	na	na	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100	na	na	na	na	na
atino of	≤10	na	na	na	na	≤10	100	na	na	na	na	na	na	na	na	na	na	na	na	na	na	≤10	na	na	na	na
aiian or c Islander	ns	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	34	≤10	23.5	≤10	23.5	18	54	31	≤10	≤10	≤10	19.4	24	77.4	39	≤10	≤10	≤10	15.4	30	77	31	≤10	≤10	≤10	22
re races	≤10	≤10	100	na	na	na	na	na	na	na	na	na	na	na	≤10	na	na	≤10	100	na	na	na	na	na	na	na
ucation	≤10	≤10	66.8	≤10	16.7	≤10	16.7	≤10	≤10	33.3	na	na	≤10	66.7	≤10	≤10	50	na	na	≤10	50	≤10	≤10	14.3	≤10	28
glish (LEP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
ced RMS)	15	≤10	46.6	≤10	20	≤10	33.4	10	na	na	≤10	20	≤10	80	13	≤10	15.4	≤10	38.5	≤10	46.2	12	≤10	≤10	≤10	50
	17	≤10	11.8	≤10	17.6	12	70.6	18	≤10	≤10	≤10	11.1	15	83.3	26	≤10	≤10	≤10	19.2	20	77	15	na	na	≤10	20
	19	≤10	36.8	≤10	26.3	≤10	36.8	15	na	na	≤10	26.7	11	73.3	17	≤10	11.8	≤10	17.6	12	70.5	18	≤10	≤10	≤10	22

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	2015							2016							2017							201				
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Lev	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	
	40	<10	12.5	<10	20	27	67.5	34	<10	23.5	<10	11.8	22	64.7	34	<10	<10	<10	23.5	23	67.6	42	<10	<10	<10	21
dian or ve	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	<10	<10	100	na	na
	<10	na	na	na	na	<10	100	na	na	na	na	na	na	na	<10	na	na	na	na	<10	100	<10	na	na	na	na
can	na	na	na	na	na	na	na	na	na	na	na	na	na	na	<10	na	na	na	na	<10	100	<10	na	na	na	na
ino of	<10	na	na	na	na	<10	100	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
aiian or Islander	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	36	<10	13.9	<10	13.9	26	72.2	33	<10	21.3	<10	12.1	22	66.7	31	<10	<10	<10	25.8	20	64.6	38	<10	<10	<10	21
e races	<10	na	na	na	na	<10	100	<10	<10	100	na	na	na	na	<10	na	na	na	na	<10	100	<10	na	na	<10	10
ation	<10	<10	50	<10	37.5	<10	12.5	<10	<10	71.5	<10	14.3	<10	14.3	<10	<10	100	na	na	na	na	<10	<10	40	<10	20
ish EP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
ed Meals	17	<10	23.5	<10	23.5	<10	53	10	<10	40	<10	10	<10	50	<10	<10	22.2	<10	33.3	<10	44.4	13	<10	<10	<10	53
	27	<10	7.7	<10	30.8	<10	61.6	17	<10	5.9	<10	11.8	14	82.3	18	<10	<10	<10	22.2	13	72.2	24	<10	<10	<10	20

13	≤10	≤10	≤10	30.8	≤10	61.6	17	≤10	41.1	≤10	11.8	≤10	47.1	16	≤10	12.5	≤10	25	≤10	62.6	18	≤10	11.1	≤10	22

	2015							2016							2017							2018				
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Lev
3	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	
s	38	≤10	18.4	12	31.6	19	50	43	≤10	14	≤10	11.6	32	74.4	31	≤10	12.9	≤10	19.4	21	67.8	30	≤10	≤10	≤10	≤1
ndian or ve	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	≤10	na	na	na	na	≤10	100	na	na	na	na	na	na	na	na	na	na	na	na	na	na	≤10	na	na	na	na
ican	≤10	na	na	≤10	100	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	≤10	na	na	na	na
tino of	na	na	na	na	na	na	na	≤10	na	na	≤10	50	≤10	50	na	na	na	na	na	na	na	na	na	na	na	na
aiian or ic Islander	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	35	≤10	20	11	31.4	17	48.6	41	≤10	14.6	≤10	≤10	31	75.6	30	≤10	≤10	≤10	20	21	70	27	≤10	≤10	≤10	11
e races	na	na	na	na	na	na	na	na	na	na	na	na	na	na	≤10	≤10	100	na	na	na	na	≤10	na	na	na	na
cation	≤10	≤10	33.3	≤10	16.7	≤10	50	≤10	≤10	40	≤10	≤10	≤10	50	≤10	≤10	42.9	≤10	42.9	≤10	14.3	≤10	≤10	50	≤10	50
lish EP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na

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ed Meals

13	<10	23.5	<10	29.4	<10	47	16	<10	12.5	<10	<10	13	81.3	15	<10	26.7	<10	20	<10	53.3	<10	na	na	<10	3
21	<10	14.3	<10	33.3	16	52.4	27	<10	14.8	<10	14.8	19	70.3	16	na	na	<10	18.8	13	81.3	15	<10	<10	na	na
17	<10	23.5	<10	29.4	<10	47	16	<10	12.5	<10	<10	13	81.3	15	<10	26.7	<10	20	<10	53.3	15	<10	<10	<10	20

2. **Analyze the data results for Math 3-5; 6-8; Algebra I to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.**

Analyze Data Results and Strategy Implementation from 2017-2018 SIP.

Were the identified goal (s) met? If so, how will the goal be sustained?
Fourth grade students showed a growth of 15.7% from fourth grade to fifth grade in mathematics (32.4% to 16.7% did
at levels 4 and 5).

Describe the gains made in focus areas.
 Gains were made in all fifth grade areas.

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?
1. Teachers will provide support to students that struggle in the area of mathematics by activating their prior knowledge and er students to connect prior learning to new learning. Strategies will be provided that will help students connect this learning t situations relevant to real world applications.
2. Modeling techniques such as Math Talks and discussions of how math problems are solved, provide stud opportunities to hear how math processes work. Students will then be able to use those processes to demonst understanding of math vocabulary and concepts by connecting processes, big ideas, and relationships.

3. To promote students motivation and attention in constructive learning, classroom offered options and opportu
engagement such as manipulatives, SmartBoard and other methods of technology, and writing opportunities.

Establish Focus Areas: Students will understand and apply math skills and concepts.

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.
Root Cause Analysis

Identified Skill	Why/Root Cause
Understand and apply math skills and concepts.	Why? Students lack background knowledge of math concept Why? Students lack foundational skills, making it difficult to previously taught skills. Why? Pacing of curriculum is swift. Why? Due to the swiftness of the curriculum, students are n

| | afforded enough time for repetition in order to grasp concepts.

Why?
Students are not automatic and/or fluent in math skill because they haven't grasped the concepts.

Root Cause:
Students need to master foundational skills in order to deeper understanding which will allow them to apply concepts accurately. |
|---|---|

Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.

Implement data from the DMRS in the Goal Planning Process.

Use the ACPS Goal Planning Process
Please include the following:
- What is the issue?
  Not all FARMS and Special Education students in Grades 3, 4 and 5 obtained a score of 4 or 5 on the PARCC as
- What data support the need for a resolution to the identified issue?

Percent of Students Who Did Not Reach Levels 4 or 5 on the PARCC 2018 Assessment

Grade Level	FARMS Number	FARMS Percentage	Special Education Number	Special Educa Percentage
Grade 3	7/12	58.3%	3/7	42.9%

Grade 4	8/13	61.5%	3/5	60%
Grade 5	2/6	33.3%	2/2	100%
School Total	17/31	54.8%	8/14	57.1%

- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
  The initiative does align with ACPS because it is our goal to have all students meet or exceed grade level math expectations.
- What is currently preventing the identified goal from being attained?
  Students need understanding and application of math concepts.
- What outcome(s) will determine the identified goal has been met?
  The 2019 PARCC math scores will determine if we met our goal.
- What resources are not currently available to meet the identified goal?
  Time in a scheduled day is needed to allow more opportunities for written expression in mathematics. In addition county has not provided a researched based math intervention program.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
  The following will be implemented throughout the school year: school-wide critical vocabulary initiative, implen of the Common Core Curriculum for Math, implementation of the GRRUDL in math instruction, embed collabora groupings into math instruction based on The First 20 Days of Engaging the Adolescent Learner, direct student fo specific skills being taught through the content and language purpose, and continuation of the implementation of t Imagine Math Intervention Program in grades 3-5.
- How will implementation be monitored to reach the identified goal?
  The teachers will monitor the students' progress through Imagine Math scores in grades 3-5, classroom assessmer math benchmarks.

To Be Completed when 2019 PARCC data is available

- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?

3. **Universal Design for Learning for MATH.**

   How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategie
   last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strat
   each UDL principle/mode that will be used consistently during instruction to reduce barriers to learnin
   provide positive academic outcomes for all students.

able 15	
DL Principle/Mode	**Representation –How the teacher presents the information.**
eans of Representation: *oviding the learner* *rious ways of acquiring* *formation and knowledge.*	• School wide math instruction will include implementing the GRRUDL instructional model da grade levels. Teachers will assist students in understanding the objectives, the language purp content purpose related to their learning. Teachers will provide mathematical concepts symbo linguistically, and in physical representations. • Provide students with the understanding that math concepts are not isolated and can be applie of situations in order to problem solve. Students will be provided with a variety of math situa

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they can transfer the application to new situations. Through the use of good questioning, teac encourage students to interpret situations, and stimulate thinking and reasoning.

- Build background knowledge for students lacking exposure to real world skills by embedding opportunities of engagement in foundational math skills. Teachers will use multiple example representations to help students continuously practice in order to develop an understanding of concepts.
- Teachers will provide support to students that struggle in the area of mathematics by activatin knowledge and encouraging students to connect prior learning to new learning. Strategies wi provided that will help students connect this learning to everyday situations relevant to real w applications.
- Teachers will incorporate explicit opportunities for review and practice in addition to providir opportunities for students to revisit key ideas. This will allow students to master math concept aligned to Common Core standards.

eans for Expressions:	Expression/Action- How the students demonstrates their knowledge.
oviding the learner ternatives for monstrating their owledge and skills (what ey know).	● Provide students with a variety of ways to demonstrate what they have learned. Math classro address multiple learning styles by including small group collaboration with finished products presentations and discussions providing an understanding of math processes, and student disp manipulatives to express math processes. ● Students will be provided varied levels of tasks that are challenging to meet the needs of indiv students. Task will be adjusted to challenge students but not overwhelm so that students are a perform at their optimal level. ● Math Talks and discussions of how math problems are solved will provide students with the c demonstrate their understanding of math vocabulary and concepts by connecting big ideas and relationships. ● Grades 3, 4, and 5 will use computer assisted instruction and intervention through the Imagin computer program. This will allow teachers to set pathways to accommodate student independ levels which supports differentiated instruction. This program is highly structured, provides sy tutorials, and incorporates independent practice with immediate feedback.
eans for Engagement:	Multiple Options for Engagement

p into learners interests, allenge them ppropriately, and motivate em to learn.	● Sharing the objective, language purpose, and content purpose will allow students to d relevance of what is being taught. This will provide students with a learning environ comfortable and motivational. ● Students will be involved in collaborative activities during math classes. Teachers wi that students will be included at different degrees of engagement as they learn levels expectations as a cooperative learner. ● Teachers will provide written and oral feedback to students in order to develop their r and problem solving strategies and enhance their development of mathematical skills assist students in being successful in math. ● To promote student motivation and attention in constructive learning, classrooms will options and opportunities for engagement such as manipulatives, SmartBoard and oth of technology, and writing opportunities. ● Teachers will incorporate cooperative grouping strategies such as those included in " Days - Establishing Group Work" article. These strategies will provide collaborative based on student strengths to minimize learning barriers. Teachers will consider asses student learning levels, and differentiated instructional needs so that specific needs ca addressed to ensure maximized learning.

C. SCIENCE

The Science section will be omitted for the 2018-2019 year as the transition is made to the NGSS and MISA.

D. SOCIAL STUDIES/GOVERNMENT

1. **Government Data Overview**
   Long Term Goal: To prepare 100% of students to be college and career ready by graduation.
   Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.
   Complete data charts using 2015, 2016, 2017, 2018 Data Results.

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Administrative Leadership

PRINCIPAL'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and ba

evidence (See SLO rubric)

    A. Principal SLO 1

1.   What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

    Developing and strengthening students' ability to express ideas and show comprehension of texts will be a focus we conce
    in our Reading / ELA school-wide program. All students in grades K through grade 5, including all special education studen
    participate in this SLO. Male, FARMS and Special Education subgroups will also be areas of concentration in this SLO.

2.   Describe the information and/or data that was collected or used to create the SLO.

    Based on the last four years' county's opinion writing pieces, weaknesses were found related to students' ability to provid
    from reading selections that support their answers to reading prompts. Copying facts and ideas from informational text ra
    writing the ideas in their own words continues to be an area of weakness. On the 2018 PARCC assessment, Reading for Inf
    in the area of Integration of Knowledge and Ideas (Standards 7-8-9), were the standards of concern for students in grades
    5. Special Education subgroup continues to be a challenge. Also the subgroups, males and FARMS, are failing to make ade
    growth grades 3, 4 and 5 in ELA on the 2018 PARCC assessment.

3.   How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

    Our goal is to have all students meet or exceed grade level ELA expectations. Our school trends show a positive growth in E

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however, we need to increase our growth in ELA. We also have three subgroups that are failing to make adequate growth. progress measured on the 2018 PARCC assessment show that male and FARMS students in grades 3, 4 and 5 show a weakn

The PARCC assessment also shows that our grades 4 and grade 5 special education subgroups need more support in ELA. W address strategies that will assist students to be successful with reading comprehension, vocabulary and writing skills.

4. Describe what evidence will be used to determine student growth for the SLO.

Baseline data will be established using text dependent questions that support grade level selections. Kindergarten through will score text dependent question for ideas using a school created text dependent rubric based on the updated PARCC pro constructed response rubric based on 3 points. Grade 3 will score the text dependent questions using a school created tex dependent rubric based on the updated PARCC prose constructed response rubric based on 3 points. Grades 4 and 5 will s text dependent questions using a school created text dependent rubric based on the updated PARCC prose constructed re rubric based on 4 points. Progress monitoring will be shared monthly during grade level meetings. Student work will be sh weaknesses will be discussed. Ongoing adjustments will be made to address weaknesses.

B. Principal SLO 2

1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

The goal is to increase the proficiency of all third and fourth grade students in the Domain of Numbers - Fractions. Student 3 and 4 will deepen their understanding of fractions in order to move to higher level thinking with fractions. Students will i their proficiency in mathematical skills in order to become college and career ready. All third and fourth grade students, in special education students, will participate in this SLO.

2.   Describe the information and/or data that was collected or used to create the SLO.

Analyzing 2018 PARCC data, our school has made gains with students scoring on levels 4 and 5 compared to the scores on th
PARCC assessment in math. County benchmark data and PARCC data have shown a need to strengthen third and fourth gra
students' skills in fractions. Grade 3 benchmark data in the past years have indicated that the Domain of Numbers - Fraction
benchmark assessment results were low. Grade 4 benchmark data has indicated that the Domain of Numbers - Fractions be
assessment results were also low but they have shown a slow improvement for fourth grade students. This year's pre-test d
identified skills in fractions to be a weakness in grades three and four.

3.   How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

2018 PARCC data shows positive growth in math at grade 3 (74.6%-76), grade 4 (67.6%-71%) and grade 5 (67.7%
Our school trends continue to show a negative growth in math from third to fourth grade. 28.6% of our fourth gr
students did not have a proficient score of level 4 or level 5 on the 2018 PARCC assessment, which was a 3% less
previous year. The FARMS subgroup in grade 3 (58.3%) and grade 4 (61.5%) and special education subgroup in g
(42.9%) and grade 4 (60%) did not reach levels 4 or 5 on the 2018 PARCC assessment. Our goal is to make positi
at all grade levels, along with strengthening mathematical foundational skills and providing students with suppo
targeted areas.

4.   Describe what evidence will be used to determine student growth for the SLO.

Baseline data will be established using a Fraction Pre-Test assessment. A Fraction Post-Test assessment will be given.
Students will meet or exceed their established individual learning targets based on the county's growth calculator using th
post- scores to measure growth. These assessments will be aligned with the state standards addressed in the SLO. Assignn
tests, teacher-made quizzes, and small group activities will be used to monitor student progress. Lessons will be analyzed ;
adjusted to benefit instruction on fractions.

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MULTI-TIERED SYSTEM OF SUPPORT

e include a copy of your MTSS Practice Profile.   This profile can be attached to the end of the Plan. Make su
w your goal planning process to show the integration and linkage between your goal planning process and
priorities.

Based upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected?

Collaborative grade level teams will meet with special education teacher and reading intervention teacher to plan tiered
instructions that address the needs of all three tiers of learners.

a. **How will the priority/ priorities be addressed?**

Collaborative grade level teams will continue to meet to plan tiered instruction using data based decision making for
all three tiers that align with grade level curriculum and IEP goals.

b. **What district support is needed to address your priority/priorities?**

Frost Elementary school is part of the Expanding Bridges Project/ Cohort IV. This project's purpose is to meet the
unique needs of ALL students both general and special education. The leadership team is in the process of
developing an action plan. The action plan was created from the information gathered from the school survey and
teacher input to continue and further implement co planning and co teaching strategies.

POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

ding to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-b

ns approach method adopted by the State Board to:

a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
b. Improve the link between research –validated practices and the environments in which teaching and learning occur.

Based on the examination of the discipline data, please describe strategies to support/improve the implementation of t framework in your school.

By implementing the Positive Behavior Interventions and Support program (PBIS): the assistance of our Pupil Service Te utilizing the behavior specialist, school psychologist, counselor interventions, and LAP room: and writing individual beh plans as needed by our behavior team, school-wide behavior is addressed to ensure a safe and orderly environment for students and staff. Restorative practices are continually used when responding to challenging behaviors at Frost Elemer School. These restorative practices include: Informal Restorative Practices, relationships teachers build with their stude which may be implemented by the guidance counselor or other appropriate school staff, restorative justice which is use repair an injured relationship between students, and community conferencing which is performed during guidance lesso give all students an opportunity to contribute to the conflict resolution process. Positive relationships are built between and the adults in our building, and those adults mediate student behavior by talking to all students who were involved i incident after something occurs.

Describe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

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If necessary, students with discipline referrals may also participate in a check-in/check-out program or social skills group further learn how to improve behavior so repeat offenses do not occur.   Social emotional learning for identified Tier 2 s would teach such skills as how to handle anger, to make friends, and to make wise and safe decisions. The preventative post-conflict resolution programs would help students manage potential conflict, defuse situations, pacify hurt feelings, reduce any potential retaliation after a conflict. These lessons will be done with the school counselor or the school psyc

ction XII: Non-Title I Schools

Family and Community Engagement
Parent/Community Involvement Needs

be in a narrative your school's family and community engagement. Support with data (i.e. volunteer hours, percent of family/comm pation from sign in sheets, type and number of parent activities, etc.).

lementary has a strong parent/community involvement support system. At Back to School Night in the 2017-2018 school year 139 ̣
̣ed for 115 students, while 109 parents and 89 students attended this school year. On parent conference day for the 2017-2018 scho̜
̣rents for 163 students attended on October 3, 2017. On February 14, 2018, 190 parents for 148 students attended conferences. Or̤
̣, 211 parents for 174 students attended conferences. In 2017, 82 parents attended the fall STEM activity. In the Spring of 2018, 87̤
̣ed the STEM activity. For Fall of 2018, 78 parents attended STEM day activities. Grandparent Luncheon for 2017-2018 school year ̣
̣ees. There were 318 grandparents that attended the Grandparent Luncheon in 2018. In late Spring 2018, 54 people attended the V̜
̣ast. Jump Start Day had 120 parents in attendance. Veterans' Day Readers included 15 readers for 2017. In 2018, there were 17 Ve̜
̣aders. In 2017, 41 dads came to read in the classroom. Career day consisted of 19 speakers in Spring 2018 and 12 speakers in Fall 2̜
̣ 2018, speakers attended from the FSU Literacy Activity for Dr. Seuss. There were 9 National Honor Society Readers for the 2017-20̜
̣n the 2017-2018 school year, Frost had 603 visitors, 712 tardies, 725 early dismissals, and 646.68 volunteer hours.

Parent Advisory Committee 2018 - 2019

Name	Position
Daniell Shertzer	PAC Representative, PTA Vice President, Parent
Becky Vitak	PTA President, Parent
Amanda McKenzie	PTA Secretary, Parent
Hester Harbert	PTA Treasurer, Parent
Jackie Komatz	SIT Chair, Teacher
Kim Smith	Principal

n Title I Parent Involvement Plan

der the "Position" column, identify the school's representative and alternate for the county Parent Advisory Council with "PAC." Ide
her members as Parent, Teacher, Community Member, and so forth. **The committee must represent a cross section of the school c**

FROST'S NON-TITLE ONE PARENT INVOLVEMENT PLAN

Expectations

nentary School recognizes the importance of forming a strong partnership with parent/family and community members in order to
the students in our school. To promote effective parent/family engagement, the staff welcomes and encourages parents and comr
ers to join them in activities identified in the Action Plan as follows:

I   – Shared decision-making opportunities

II   – Opportunities to build and increase understanding, communication, and support between home and school

III   – Formal and informal evaluation of the effectiveness of parent/family engagement activities

IV   – Activities that promote a positive environment of high expectations shared by home and school

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in inc
 support academics at home, the school will meet their targeted goals.

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you [contact] for more inform[ation]
red Decision Making The parent involvement plan is developed with input from parents.	Two parents and a community member / parent are members of the Partnership Action Team who attend monthly meetings and share in decision making.	**Monthly**	**Laurie Lohnas**
	Parents serve on the Parent Advisory Committee.	**Monthly**	**Daniell Shertzer**
	Parents serve on the Executive Board of the PTA with a teacher representative.	**Monthly**	**Jackie Komatz**
ilding Parental Capacity Provide assistance to parents in understanding the State's academic content standards and students academic achievement standards, and State and local	Jump Start Day - Teachers meet with parents of the previous grade level to share what is expected of their child the next school year.	**May 2019**	Classroom Teach[ers]
	Back to School Night - Teachers share curriculum and general information with parents.	8/29/18	Faculty and Staff
	SIT plan will be shared with parents at a P.T.A.	12/3/18	School Improve[ment]

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academic assessments.	meeting and be posted on the school website.		
Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement	STEM Day - Parents will be invited to participate in two STEM activities with their child.	11/14/18 Spring Date	Partnership Acti And Classroom T
		Jan 2019	Classroom Teach
Ensure information is presented in a format and/or language parents can understand.	Math Activity - Parents and students will cooperatively complete an interactive homework math assignment.	March 2019	Classroom Teach
		On-going	
	PARCC like activities will be shared with parents.		Classroom Teach
Provide full opportunities for participation of parents of students from diverse backgrounds.	Information shared with parents will be shared in a parent friendly manner during parent/teacher conferences and throughout the school year.	On-going	Classroom Teach
	Educational terms will be simplified and explained when necessary.	On-going	
	Initial requests for attendance at programs will be sent to parents. Parents are encouraged to contact the principal if there are any concerns that may prevent them from participating. Reminders will be sent to all parents, phone calls will be made to parents of targeted students, pupil personnel worker will make home visits for repeated attendance problems.		Kim Smith, Princ Kelli Clark, Coun Elissa Pancake, F
	Repeated assistance for parents such as English Learning Classes,		Kathy Eirich

	translators, and materials.		

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you for more inform
eview the Effectiveness ffectiveness of the school's tal involvement activities will iewed.	The Frost Elementary Partnership Action Team survey will be Utilized to evaluate activities.	May 2019	Partnership Acti Faculty and Staf
ther School Level Parent ement Initiatives Based ce Epstein's Third Type olvement: Volunteering	Parents will volunteer to assist teachers with Wednesday workshop and instructional activities such as reading, classroom activities, speakers, and action team members. Dads will participate in "Dads Read"	On-going 2nd semester	Faculty and Staf Grandparents, School Commun Partnership Acti Dads, Classroom

Parents will participate in activities during American Education Week.	November 2018	Partnership Acti
Local high school National Honor Society students read to Classrooms during American Education Week.		
Parents volunteer to share their profession for Career Day.	October 26	Guidance Couns
	June 2019	Wellness Comm
Parents volunteer and support the annual Color Run.		
Veterans volunteer to read to students and share their military experiences on Veteran's Day.	November 12	
		Partnership Acti
Parents volunteer to assist with Track and Field Day activities.		
	May 2019	
		Physical Educati

y two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional cesses. Please include a timeline for implementation.

To promote parental participation/awareness in increasing reading comprehension of informational text supporting our school-wid SLO, a school-wide interactive homework assignment will be given mid year. Text from the grade level Scholastic News articles wil utilized for students to practice comprehension strategies with their parents. Grade level teams will include comprehension strate have been introduced to assist their students in understanding informational text. Homework assignments will require students to implement the strategy and demonstrate how the strategy helped the students know what was read. Students will complete with

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the teacher designated instrument used to demonstrate understanding of the article.

To promote parental participation/awareness in increasing math skills, a second school-wide STEM day focusing on math concepts implemented second semester. Students will complete with their parents the STEM activity incorporating math skills necessary for applications.

n XIII.

and Community Engagement Title I

n XIV.

sional Community for Teachers and Staff- Standard 7
it comes to closing the achievement gap for any group of students, we know that focused and targeted professional lear
l feature of the school improvement effort.   What school based professional learning will be/has been coordinated this y
ss your school's achievement gaps?

Professional Learning Title: Math Manipulatives - Strategies, Activities and Interventions

Date (s):   Ongoing throughout the school year

Location and Time: Frost Elementary School, team meetings and/or faculty meetings

Intended Audience: General education teachers, grades 3-5 and principal

What changes are expected to occur in the classroom as a result of this professional learning?
Strategies, activities and interventions will be provided to effectively utilize manipulatives in mathematics instruction to help increase st
comprehension and improve student retention of math concepts. These strategies will be used by classroom and special education te
meet the needs of struggling learners, including targets subgroups, such as FARM students, males and special education students. A
will benefit from incorporating manipulatives in mathematics instruction.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
Teachers will develop a repertoire of grade level instructional strategies using manipulatives to assist struggling learners in building an
understanding of math concepts as they are taught or reviewed. These specific strategies will implemented within the inclusive classro
support all students and to meet specific needs.

How will you measure the implementation of the the knowledge and skills in the classroom?
Teachers will implement suggested instructional methods for various math topics to assist struggling students so that optimal learning
review can occur. Teacher observations, checks, quizzes and unit tests will monitor student knowledge and skills.

Professional Learning Title: Helping Boys Learn

Date (s): January to June 2019

Location and Time: Frost Elementary School, Ongoing during PD opportunities and faculty meetings

Intended Audience: Classroom teachers, Pre-K -5, resource teachers, principal and Instructional Assistants

What changes are expected to occur in the classroom as a result of this professional learning?
Teachers will learn additional strategies that harness boys' unique strengths so that they become more engaged as active learners. St
for channeling boys' interests will increase their participation and success in ELA and math instruction.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
Teachers will acquire techniques and strategies needed to make boys successful in the classroom. Differentiation for gender differenc
allow teachers to deliver instruction to boys to have equal educational opportunities.

How will you measure the implementation of the the knowledge and skills in the classroom?
Male achievement will be tracked through the reporting of ELA and Math county benchmarks. The School Achievement Team
analyze data and share the results with the School Leadership Team.

Professional Learning Title: Productive Group Work

Date (s): December to June 2019

Location and Time: Frost Elementary School, Ongoing during PD opportunities, team meetings and faculty meetings

Intended Audience: Classroom teachers, Pre-K -5, resource teachers and principal

What changes are expected to occur in the classroom as a result of this professional learning?
Teachers will learn additional strategies related to engaging students, building teamwork and promoting understanding. Using the GRI
and provided small group ideas teachers will help students become successful participants with others and stronger independent learr

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

Teachers will learn to incorporate small group work into instruction. They will teach students to be accountable while working in small g
help them to understand the process of working successfully in small groups. Teachers will develop routines, activities and assessmer
support the small group process in their classroom.

How will you measure the implementation of the the knowledge and skills in the classroom?
The implementation of cooperative small group work will be included in daily instruction and measured through the success of small g
work. Evidence will be noted by work in the classrooms and progress will be shared at team meetings. Classroom visits and observatio
student engagement and small group work will be ongoing throughout the year.

Professional Learning Title: 30 Days to the Co-Taught Classroom

Date (s):   November to June 2019

Location and Time: Frost Elementary School, Ongoing during PD opportunities and team meetings

Intended Audience: Fourth grade classroom teachers, special education teacher and principal

What changes are expected to occur in the classroom as a result of this professional learning?

Teachers will implement strategies and skills to provide instructional collaboration in the classroom. Teachers will work together to me
needs of all students in the classroom by providing them with whole class instruction, differentiated instruction, collaboration and indivi
assistance when needed. Co-teaching partners will support diverse learners and our inclusive classrooms.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

Teachers will learn strategies and skills that support collaboration in the classroom. Teachers will know their roles as co-teachers, und

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the collaboration process, develop co-planning skills and learn additional techniques that support student learning.

How will you measure the implementation of the the knowledge and skills in the classroom?

The implementation of co-teaching will be included in daily instruction and measured through the success of student engagement and
Learning Evidence will be noted by work in the classrooms and progress will be shared at team meetings. Classroom visits and obse
Co-teaching in the inclusive classrooms will be ongoing throughout the year.

ι XV.

ϳement Plan

How will the plan be shared with the faculty and staff?

- The plan will be shared during a faculty meeting with faculty and staff.
- The plan will be on Google Share.
- The plan will be on the Frost Elementary School website.
- SIT meeting minutes are displayed on the faculty room bulletin board.
- The plan will be implemented, reviewed, and updated in scheduled faculty meetings throughout the school year.

How will student progress data be collected, reported to, and evaluated by the SIT?

- Scores from benchmark data will be collected upon completion by the Student Achievement Team and reported to the Scho
Improvement Team for evaluation.
- Grade level teachers will analyze data in grade level team meetings.
- Data will be shared in Student Achievement Team minutes and displayed on the faculty room bulletin board.

How will the SIP be revised based on student progress and the method(s) used to measure student progress?

- Through the use of team meetings, necessary data will be analyzed based upon School Improvement Plan and SLO progress.
- School Improvement strategies and activities along with SLOs will be adjusted as needed.

What role will classroom teachers and/or departments have in implementing and monitoring the plan?

- Grade level teachers will be responsible for administering assessments, analyzing data, and providing results to the Student Achievement Team. Teachers will also analyze data related to school and individual SLOs.

How will the initial plan be shared with parents and community members?

- A powerpoint presentation will be presented at a PTA meeting for parents.
- The plan will also be located on our school website.

How will revisions to the SIP be presented to the staff, parents, and community?

- Staff will be presented revisions in school wide staff development, faculty meetings, and/or Google Sharing.
- Revisions will be made to the plan on the school website for parents to view.

What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?

- Central office creates a School Improvement Plan template, guidance document, evaluation rubric, data worksheets, and recommends data resources.
- Central office staff assists the school's School Improvement Team as needed in the development of the School Improvement Plan.
- Upon completion, Central office will review the plan using the School Improvement Plan rubric.
- Central office will meet with School Improvement Team members to discuss and review the school's plan.
- When necessary data is received by the School Improvement Team, a 2016-2017 evaluation report will be forwarded to the Superintendent of Schools.

List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.

- Upon completion of the School Improvement Plan, the evaluation of the plan using the rubric and the meeting with Central o to review the plan, plan will be shared with faculty, shared at the next PTA meeting and posted on the school website.
- The plan will be revisited in January by the School Improvement Team. Milestones will be discussed and adjustments will be

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made if necessary. Revisions will be made to the plan if needed to support concerns or weaknesses.

XVI. Title I Components (Title I Schools Only) - Separate Document

XVII. Title I Evaluation (Title I Schools Only) - Separate Document

ACPS
ALLEGANY COUNTY PUBLIC SCHOOLS

MTSS Multi-Tiered System of Support Action Planning

School: Frost Elementary School
Date: November , 2018

PRIORITY: An opportunity identified by the team in order to achieve their vision.			
PRACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority.			
LAYING THE FOUNDATION Why/What?	INSTALLATION Where/How?	INITIAL IMPLEMENTATION How are we learning?	FULL IMPLEMENTATION How are we sustaining?
Learn Options	Prepare People and Systems	Try Out the Practice	Student and System Outcomes Show the Practice Works
Choose Practice	Train	Reflect and Recommend Improvements in Practice and System	Competent, Organized, Well Led System for Practice

1) We know what options (practices) exist for this priority.
2) We agree on which practice we want to implement.
3) We have people and systems prepared to implement this practice.
4) We have well-trained people who will be trying-out this practice.
5) We have tried out this practice.
6) We have reflected and recommended improvements in the practice and systems that support it.
7) We have student and system outcomes that show this practice is working.

ACPS
ALLEGANY COUNTY PUBLIC SCHOOLS

MTSS Multi-Tiered System of Support Action Planning   School: Frost Elementary School
Date: November , 2018

8) We have a competent, organized, well led system for this practice.

PRIORITY: #1 Collaborative grade level teams will meet to plan tiered instructions using data based decision-making for all three tiers			
PRACTICE: Grade level and special educators collaborative plan to monitor progress and plan tiered instruction			
Action Step	**Who**	**By When**	**Status Update / Next Steps**
LAYING THE FOUNDATION			
✓ Creating a schedule that allows for collaboration and planning between the general education teachers and the special education teacher. ✓ Creating a schedule that allows for collaboration and planning between the general education teachers and the reading specialist teacher. ✓ Continue working with the 4th grade staff implementing co-teaching model. ✓ Establish strategies and techniques for collaborative planning through a book study. 30 Days to the Co-Taught Classroom and The Inclusion Toolbox.	Admin Staff Special Ed Teacher Grade 4	ongoing November 2018	✓ Plan for when team meetings are missed Completed, teachers have a system to cover if this occurs. Planning will occur as make ups are needed around teachers' schedules.
INSTALLING			
✓ Teachers are meeting with both special education teacher and reading intervention teacher, each on weekly schedule. ✓ Special education teacher will meet with admin. and grade four teachers weekly to plan for implementation of co teaching. ✓ Special education will meet with the grade 4 team meeting weekly.	Admin Teachers, District SPED Spec. Special Ed. Teacher	ongoing during set planning times	• Ongoing

ACPS
ALLEGANY COUNTY PUBLIC SCHOOLS

MTSS Multi-Tiered System of Support Action Planning   School: Frost Elementary School
Date: November , 2018

✓ District special education specialist will meet to plan for PD on collaborative planning and co teaching . ✓ District special education specialist will work with grade 4 to review collaborative planning strategies and data collection (mid and end of year).	Grade 4 Teachers		

IMPLEMENTING

✓ Grade level classroom teachers and special education teacher will monitor student progress.
 ✓ Grade level classroom teachers and reading intervention teacher will monitor student progress.
 ✓ Based upon data and instruction, strategies are discussed to provide needed support
 Data collection:
    o Progress monitoring of spec ed students (monthly)
    o County reading inventory assessment (3x year)
    o Treasures selection Test (weekly)
    o Grade 4 county reading benchmarks (3x year)
 ✓ Quarterly collaborative planning with grade 4 and special education staff
	Grade level teachers
	 Sp Ed Teacher
	 Reading Intervention
	
	 District SPED Specialist
		Ongoing	• Continued conversation and learning with staff to provide supportive strategies to help with instruction.

SUSTAINING SCHOOL-WIDE IMPLEMENTATION

✓ Continue to implement collaborative meetings to plan academic instruction and intervention strategies across all levels of need for targeted students.	Grade level teachers Sp Ed Teacher	Ongoing	• Continued conversation and learning with staff to overcome barriers and celebrate successes

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ACPS
ALLEGANY COUNTY PUBLIC SCHOOLS

MTSS Multi-Tiered System of Support Action Planning   School: Frost Elementary School
Date: November , 2018

	Reading intervention teacher Admin.		
Notes- This is an ongoing goal to be continued into the school year of (2017-2018) and 2018-19			

School Allegany County Public Schools
2018 – 2019 School Improvement Plan

Use this page to identify the members of the School Improvement Plan's team. Please include their affiliation/title.

Name (Print and Sign)	Affiliation/Title
Mrs. Kim Smith *Mrs. Kim Smith*	Principal
Stephanie Beeman *Stephanie K. Beeman*	Teacher, Special Education, SAT
Kelli Clark *Kelli Clark*	School Counselor
Beth Hotchkiss *Beth Hotchkiss*	Classroom Teacher, Grade 1, CAT Chair
Jackie Komatz *Jackie Komatz*	Classroom Teacher, Grade 2, SIT Chair, PTA Teacher Rep, SAT
Laurie Lohnas *Laurie A Lohnas*	Teacher, Pre-K / Media, PAT Chair
Annie Trenum *Annie Trenum*	Teacher, Grade 3, SAT Chair
Debbie Yutzy *Debbie Yutzy*	Teacher, Kindergarten, PAT
Katie Knieriem *Katie Knieriem*	Parent Representative
Dr. Sarah O'Neal *Sarah O'Neal*	Community Representative
Daniell Shertzer *Daniell Shertzer*	Parent Representative, PAC Representative, PTA Vice-President

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